



McGill Learning Continuity and Attendance Plan (2020–21)

Digital copy available at: <https://www.mcgillschoolsofsuccess.org/boards-docs>

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

In response to COVID-19, and SDUSD's decision to close its schools, McGill School of Success notified families on March 13, 2020 about the closure of its on-site instruction effective March 16, 2020.

Understanding the academic dip our students undergo during school breaks, and the challenges technology could pose to our families, McGill took immediate action: distributing 1:1 laptops to students; using Google Classroom and Google Meet to host online instruction (teachers), enrichment (Dance PE/Music/Art coaches) and tutoring (instructional aides). By March 20, 2020, all teachers had begun their daily online instruction for students via Google Classroom. Office staff supported families with internet access and troubleshooting.

With the cancellation of the Smarter Balanced Assessments for the 2019-2020 school year, McGill relied on its site-based assessments to determine the impact school closures had on student achievement. With the exception of Kinder, Trimester 3 Renaissance STAR ELA data for grades 1st - 5th is higher than Trimester 2 scores (early March and pre-COVID-19). In contrast, Renaissance STAR Math data dropped in all grades except 2nd grade (Note: Kinder did not assess math via Renaissance STAR). Results are a reflection of the emphasis that was placed on reading during distance learning.

Though McGill was proactive and had its staff available to support families throughout the distance learning sessions, school closures had a lasting impact on many of our low-income families. Considering that 94% of our students qualify for Free & Reduced Meals, school closures impacted our school community beyond academic shortfalls. An online LCP Parent Survey via Google Forms was conducted in August 2020 in both English and Spanish. Of the roughly 80 families at McGill, 55 (68%) answered. A more detailed response is found under the Stakeholder Engagement section of this document.

With 40% of the 55 families who responded declaring **stress/mental health** as the top struggle for their family, McGill stakeholders agreed in the importance of providing a strong socio-emotional support for students, families and staff.

The COVID19 Pandemic has put a dent on the academic and socio-emotional wellbeing of our students. Nonetheless, McGill School of Success is determined to help minimize the consequences brought forth by school closures. This LCP is the collection of stakeholder input on the manner in which McGill School of Success responds to the challenges brought forth by the COVID19 school closures.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

McGill solicited stakeholder feedback in various formats. Posted stakeholder feedback meetings online, on our exterior door, and used School Messenger to contact families via phone and emails. McGill Learning Continuity & Attendance Plan was posted online for families to access and provide input on.

Formal meetings held seeking stakeholder engagement:

ELAC Meeting via Google Meet hosted August 11, 2020

Families of English Learners were invited via School Messenger (email & automated phone call). McGill bilingual Secretary also called parents of English Learners personally to attend the meeting online. Roughly 18 families attended via Google Meet. Secretary assisted families by guiding them on how to access Google Meet online meeting link from home.

McGill Board of Directors held Public Hearing via Google Meet and McGill Facebook Live to gather feedback on August 13, 2020

Parent online survey was sent in August 2020

Parent online survey conducted with Google Forms was sent to McGill families via School Messenger. The links included the two surveys in English and Spanish. Fifty-five families provided feedback on family needs and input on McGill's Learning Continuity and Attendance Plan (2020-2021). Results were shared during the Board of Directors meeting on September 10, 2020.

McGill Staff Meeting via Google Meet on September 2, 2020 and September 9, 2020

Online Coffee with the Principal via Google Meet on September 4, 2020

School Site Council Meeting via Google Meet on September 10, 2020

At every meeting, stakeholders were encouraged to email any further recommendations to Principal/CEO.

[A description of the options provided for remote participation in public meetings and public hearings.]

Understanding that physical attendance to public stakeholder meetings would pose a risk to our families and public, McGill provided families and public access to meetings via **Google Meet links**, and had a **live Facebook** meeting for families and the public to participate.

Meeting links were sent to families via **School Messenger** and notices were posted on our website and exterior doors of the school site with the date and meeting access information. Staff members were invited to all meetings and provided the links to share with families.

On-site attendance to public meetings was also permitted as long as attendees followed social distancing guidelines.

All stakeholders were encouraged to **email** Principal/CEO with any recommendations they considered after the meeting.

[A summary of the feedback provided by specific stakeholder groups.]

Office Team Meeting Summer 2020 - Provide families with school supplies to be placed inside the backpacks donated by Costco. Supplies to include whiteboard, earphones, highlighters, paper, art supplies, writing utensils, colored chalk (TK, K, 1st), Benchmark ELA & math consumables, **Leader in Me** student handbook.

ELAC Meeting via Google Meet hosted August 11, 2020 - ELAC parents requested more training for teachers on Distance Learning/technology tools (i.e. *Computer-Using Educators Conference*, GLAD Refresher course, etc.). Families also requested child care be provided on-site for essential workers (given that YMCA would no longer be contracted for the Extended Day Program).

McGill Board of Directors held Public Hearing via Google Meet and McGill Facebook Live August 13, 2020
Families inquired about reopening plan, specifically Protective Personal Equipment and acrylic desk shields be provided to secure student safety. COVID19 testing. <https://www.facebook.com/vicki.niday.5/videos/2820989421462870/>

Parent online survey sent in August 2020

Fifty-five families provided feedback on family needs and input on McGill's Learning Continuity and Attendance Plan (2020-2021). Parents requested the 1-1 or small group support of tutors to help students with academic shortfalls. Another top request included the continuation of music, art, Spanish, and more extra-curricular activities via the Extended Day Program. Families also requested more communication with families.

The English survey had 43 families respond. Of these 43 families, 18 (41.9%) expressed that the greatest struggle with the COVID19 school closures was **stress/mental health**, 13 struggled with **child care** (30.2%). Eleven families reported they were NOT affected in any way, and eight (18.6%) declared struggling with unemployment. Other areas of struggle included Other 6 (14%), Housing 2 (4.7%), and Food 2 (4.7%).

The Spanish survey had 12 family responses. In contrast with the English survey, the Spanish survey had **Unemployment** as the top concern with 10 (83.3%) of the 12 families. **Stress/mental health** followed with 4 (33.3%) as the top area of struggle. Three (25%)

were

affected in a different manner than the options listed, followed by child care at 2 (16.7%). The last three responses tied with food 1 (8.3%), housing 1 (8.3%), and NOT affected in any way 1 (8.3%).

McGill Staff Meeting via Google Meet on September 2nd & 9th, 2020 - Add IT/Coach, Professional development centered on educational technology. Staff recommended providing families with \$100 incentive per student to support distance learning.

Morning Assembly- Students recommended adding chorus and American Sign Language

School Site Council Meeting via Google Meet on September 10, 2020 - Students recommended physical reading books be distributed to students (book study), math manipulatives, and additional school supplies for the school year. Parent stressed importance of supporting families with technology and training.

At every meeting, stakeholders were encouraged to email any further recommendations to the Principal/CEO.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The various stakeholder groups aligned in placing the focus in students' academic and social well-being. Parents in every meeting highlighted the importance of instructional aides to support tutoring, the continuation of music and other extracurricular activities to engage students in their learning, and the proper provisions to securing a safe and secure learning environment with appropriate safety measures.

As a result of the input, McGill **increased the number of Instructional Aides** to support classroom instruction and student support in reaching the academic standards. McGill will hire enough instructional aides to assign one to each class. In addition, McGill will continue to have our English Learner aide, our Instructional aide to support Tier II & Tier III students with small group instruction, and our Dance PE instructional aide.

To address family engagement and support, McGill is hiring the **part-time bilingual counselor** planned in the 2019-2020 LCAP. The counselor will support students and families to minimize the impact stress/mental health stressors have on families. In addition, McGill will be hiring a **part-time Spanish bilingual Parent Liaison** to support with parent communication beyond School Connect's email and automatic phone calls. To support our Farsi-speaking families, McGill will renew its contract with our **current Farsi-translation provider** to ensure ALL families are engaged and an active part of the McGill family.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

San Diego is among the counties that are currently under the statewide health watch; thereby unable to open without waivers. McGill is taking the following precautions to reopen our school campus once permitted:

- 1) McGill will begin the year through Distance Learning. On-site child care will be provided to children of essential workers following health guidelines. Cohorts will be a 14 students: 1-2 adults ratio. Meals will be arranged with SDUSD food services and the hiring of a part-time cook for the 6-6 program.
- 2) Temperature-checks will be made of all students, parents/guardians, and staff upon entering the building.
- 3) Signs have been posted requiring the use of face coverings (mask/shield) and reporting of exposure to anyone with COVID-19.
- 4) Six-foot markers placed throughout the school facility to maintain safe-distance measures.

- 5) Provide Personal Protective Equipment to all students and staff. Masks for all students. Shields & masks for all staff. Hand sanitizer in every classroom. Additional hand wash stations purchased/rented.
- 6) Classrooms will have seat arrangement distributed to follow 6 ft distancing
- 7) Provide Plexiglass individual student desk and teacher dividers
- 8) Conduct COVID19 testing of its personnel

To support school-based instruction, McGill plans to hire additional instructional aides to allow supervision of students spread into available school spaces. Instructional aides will also be able to support academic instruction.

McGill will continue the implementation of its Response to Intervention tiered systems of support to engage all children and close the gaps of subgroups most vulnerable.

English Learner aide will be extended from part-time, to full-time

Small group and personalized tutoring will continue through summer into the academic year.

McGill will continue monitoring student progress via formative and summative assessments to ensure learning gaps are addressed.

Our newly hired bilingual Parent Liaison and bilingual Counselor will help provide families with socio-emotional support and refer them to relevant resources to support their family during the transition.

The Leader in Me will be rolled out this year, placing the emphasis on students as leaders who incorporate the 7 Habits of Happy Kids in making sense of the power they have over their lives.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Hire additional instructional assistants to support social distancing and personalized instruction	\$40,000	Y
Purchase/rent hand-washing stations	\$ 3,000	Y
Purchase hand-sanitizer for classroom use	\$ 2,500	Y
Purchase additional lunch tables (\$2,000 each)	\$8,000	Y
Purchase 6 additional playground benches (\$1,000 each) (via Prop YY funds)	\$ 6,000	N
Purchase of vinyl shields for office and teacher desks	\$800	Y
Purchase vinyl student “cubicles” for classroom desks (\$50/each)	\$ 6,000	Y
Full-time Custodian	\$40,000	Y
Hourly Cook for Child care Program	\$10,000	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

McGill staff will continue to offer distance learning via Google Classroom and Google Meet.

A master schedule for TK-5th grade class offerings will be created and shared with students, staff, and families to know the class offerings and meeting times.

Teachers will use McGill adopted curriculum to provide Common Core Instruction via distance learning. Children will receive their Common Core texts and workbooks to access learning at home. Books will be provided to students for reading joy and book studies.

EL Instructional Aide and *Response to Intervention* Instructional Aide will continue providing Designated ELD and online tutoring/interventions to support target groups.

McGill will provide all students with a backpack, school supplies, violin, art supplies, and other materials to participate in the Extended Day Learning Opportunities (music ensembles, ballet, robotics, gardening, etc.)

Extended Day Enrichment and Academic Opportunities provided (Music, Art, Reading Lab support, English Learner & Special Education tutors, Dance PE, Spanish Literacy, Chinese Enrichment, American Sign Language, STEAM, Cheer, Chorus, Chess, etc.)

To support professional development and innovation in technology-based teaching and learning, McGill will hire a temporary IT.

Instructional supplies, including laptops/whiteboards/flashcards/chart paper, etc. will be provided to teachers and instructional aides

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

McGill offers 1:1 laptops and a Gmail account for all students. Each laptop is equipped with Google Applications where students can access Google Meet, Google Classroom, and other applications that access instruction. Students' Gmail is set with personalized and grade-level settings to include their Gmail applications, Benchmark curriculum, reading (RazKids/Reading Plus), Math Expressions/Go Math curriculum, math (Khan Academy/ LeverEd & Aleks (3rd - 5th) / classroom-based math), Renaissance STAR Assessments, Mystery Science, and other programs that support academic practice and achievement.

With a 94% Title I base, parents have been informed of the low-cost (\$10/month) internet service from various providers. McGill counts with the 21st Century Equity Access Grant, which supports students' access to Extended Learning opportunities. McGill has helped support the internet costs of families who have requested financial aid to access online learning. Our bilingual secretary has assisted families apply to programs of various providers to qualify for low-cost internet access.

McGill also counts with a bilingual information technology director who assists with troubleshooting. An additional IT will be hired to support work-day troubleshooting needs for staff.

Farsi translator was hired to support our Farsi-speaking families to ensure they are well informed of McGill's support.

McGill plans to contact the families of each of our students to verify families have devices and connectivity for their child.

A parent workshop is planned on site (following social distancing) as well as online to provide families with training of basic log-in access and other forms of communication with teacher, site, principal during distance learning.

Staff will be provided with laptops and an incentive for internet access to secure internet connection and distance learning reliability.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

McGill staff provided daily online instruction in the spring school closures and will continue this methodology to engage student learners. Attendance includes instructional lessons, but also presentations of project-based learning done at home. Teachers serve as guides who coach students in their learning - the true purpose of Common Core.

Student work will be evaluated via curricula (Benchmark, Math Expressions & Go Math) formative and summative assessments done online, via videos, projects, assignments submitted via Google classroom, online math and reading practice, and other modes of instruction.

While formative assessments provide on-going data to inform instruction, summative assessments will be done school-wide via Renaissance STAR Trimester assessments.

Connecting Google Classroom to PowerSchool, families will be able to monitor daily attendance and academic progress through their PowerSchool Parent Connect account.

McGill will monitor the progress of English Learners via Benchmark curriculum's English Learner Interim Assessments

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Online professional development opportunities have been provided and will continue to be offered to staff throughout the 2020-2021 school year. During the summer, some of our staff members attended: online GLAD workshops, CABE Return to School online training, California Teachers of English Pre-Conference, STEM Pre-Conference.

Other professional development opportunities will be offered throughout the year including GLAD Refresher, writing program, Response to Intervention, and Solution-Tree online training. McGill will continue the book study on *Closing the RTI Gap: Why Poverty and Culture Count* and purchase additional texts for new staff.

Staff requested training in technology (Google Apps). In addition to hiring a day-time IT/Coach, all staff were enrolled to participate in the October 2020 **Computer-Using Educators Conference** to gain skills using online and distance learning programs.

During Staff LCP Meeting, staff requested professional development in the area of technology and distance learning. A request was made to hire an additional IT that can support during the school hours for quick troubleshooting.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Dance PE instructor will use Google record option to provide a 30-minute daily routine for students to access during the day. For the remainder of the time, the Dance PE instructor will provide supervision to the on-site child care of children of essential workers.

The Music teacher, as the Dance PE instructor, will record day's lesson at the start of the day. Via an online app, students will be able to upload their responses to questions he poses in his morning lesson. Music teacher will use remainder of the day to provide small group lessons in violin, guitar, keyboard, drums, recorders, in addition to ensembles.

EL Instructional Aide will be supporting the morning supervision of child care of students of essential workers, in addition to online supports from 1pm - 4pm.

Art coach will provide weekly arts lessons to the school. During the week, she will work as the instructional assistant to 2nd grade students.

Office staff will be shifting their schedules to ensure a McGill secretary is available to support students in the Extended Day Program.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

As a 94% Title I site, McGill has a large number of low-income pupils and English learners (ELs). Currently, we have close to 9% of our students with an Individualized Education Plan (IEP). No students are in foster care and none of our families are designated as homeless. To ensure an accurate count of homeless students, McGill consulted with SDCOE Homeless and Foster Care liaison about strategies to identify families, sent a School Messenger email, and engaged our Parent Liaison to conduct personal phone calls to families about housing needs.

To support our pupils with unique needs, McGill is looking to hire a **Reading Specialist**. This will help identify the academic needs of struggling learners, particularly ELs, low-income students, students with IEPs, and any foster or homeless students that are identified in the course of the school year.

The English Learner Instructional Aide is providing 30min daily Designated ELD instruction to our identified students. She will also be assessing new students with the ELPAC via distance learning. When possible, and following health guidelines, ELPAC assessment will be conducted in person.

Music sessions will be scheduled to support students with Individualized Education Plans (IEPs)

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
IT on-site support / education coach during school hours to help teachers troubleshoot and deliver effective distance learning to all learners	\$30,000	Y
Purchase staff laptops to conduct distance learning	\$8,000	Y
Student laptops to replenish used/worn out laptops	\$10,000	Y
Student school supplies to place into the Costco donated backpacks (funded by ASES & 21st Century 19/20 budget)	\$2,500	N
Extended Day Program equipment: Ballet shoes, STEAM kits, music instruments, gardening supplies, cheerleading outfits, Chinese & Spanish texts, chess boards, Xgames equipment (for on-site program), cooking utensils, yoga mats, and other supplies needed to support EDP courses.	\$10,000	N
Internet reimbursement costs for staff and families (21st Century Equity)	\$12,000	N
<i>Guided Language Acquisition Design</i> training provided to staff	\$5,000	
<i>Computer-Using Educators Oct 2020 Conference</i>	\$1,343	Y
<i>Distance Learning Training</i>	\$7,500	

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Summer School: McGill offered Summer School from June 22 - July 24, 2020. Families were notified via School Messenger (call & email) as well as personal invitations via phone call by our site bilingual secretary.

With 94% of our children qualifying for Free & Reduced meals, all students were invited to participate considering the high percentage of low-income students enrolled at our site. There was, however, a special emphasis to contact families of students who scored below average on their Trimester 3 Reading or Math STAR exam.

Of McGill's 159 total students enrolled, 58 (36.5%) attended summer school.

Of the total 19 Special Education students who were invited to attend summer school, 13 (68%) attended.

Of the total 70 English Learners who were invited to attend summer school, 43 (61%) attended. (Note: many SpEd are also ELs)

McGill currently does not have Foster students enrolled.

Loss of Learning Tutoring: Seeing students benefit from the summer school program, McGill offered families Loss of Learning Tutoring Sessions from July 27 - Aug 21. The offer was shared via Facebook and School Messenger. Instructional aides who were working with the students during summer school informed the students and families prior to the ending of summer school. Though this was also extended to outgoing 5th grade students and publicized, only students enrolled for the 2020-2021 school year attended.

Out of the 130 students enrolled, 20 (15%) attended the Loss of Learning sessions.

Of the twenty students enrolled in the Loss of Learning Sessions, 7 (35%) were Special Education students and 16 (80%) were ELs.

Small Group/tutoring sessions: In addition to the core instruction, McGill will continue to provide small group/tutoring sessions led by teachers and instructional aides. This will take place during the school year via distance learning and/or on-site instruction.

Saturday School Sessions: Bimonthly opportunities for students to participate in online or in-person tutoring sessions (once schools reopen) to close achievement gaps

Hiring additional instructional aides: To support the large percentage of students requiring additional support in closing academic gaps via small group instruction/tutoring sessions, McGill has hired additional part-time instructional aides for the 2020-2021 school year.

Spring Break Intersession/ELD Camp: McGill will be providing a week of instructional support to struggling learners in the targeted groups. Intersession will include ELD and music camp.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Professional development will be provided to staff to provide quality Tiered instruction via distance learning. Writing program will also be revisited as a site.

A day-time IT / education coach will be hired to support staff and families maximize on the learning experience via distance learning.

Hiring of additional instructional aides will provide small group and individual 1-1 instruction to targeted groups, including those listed in this section.

Reading Specialist will be hired to support students suffering from learning loss.

Guided Language Acquisition Design and distance learning strategies will be utilized in the classroom to support Tier 1 instruction.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

McGill uses a variety of assessment tools to measure student academic achievement. To measure the effectiveness of the services/supports provided to address learning loss, we will test students every Trimester; utilizing the following tools:

Renaissance STAR Assessments (Early-Literacy, Reading, Math)

Benchmark ELA Curriculum Interim and Unit Assessments

DRA Literacy Exam (to the extent possible during Distance Learning

Math Expressions / Go Math Unit Assessments

Grade-level Formative and Summative Assessments.

Project-Based learning / Presentations

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Summer School (June 22nd - July 24th, 2020)	\$5,000	Y
Loss of Learning Personalized Tutoring Sessions (July 27th - Aug 21st, 2020)	\$7,500	Y
Additional Instructional Aides for Small Group/Personalized Tutoring (School year 2020-2021)	\$40,000	Y
Reading Specialist	\$68,000	Y
Instructional Materials for Teachers and Instructional Aides	\$10,000	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The parent survey and stakeholder meetings highlighted the importance of providing mental health and social-emotional services for students, families, and staff. McGill is adding the additional new services to our school program to directly support our McGill family needs:

Part-time bilingual counselor

Hourly bilingual Parent liaison

The Leader in Me Socio-emotional character program to build resilience and inner strength via *The 7 Habits of Happy Kids*

Family Fridays held every Friday with project-based activities, virtual field trips, and hands-on learning experiences involving families

Wellness coach to guide with breathing exercises and overall wellness

Personnel Assistance Program to support McGill staff cope with the stress of distance learning

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

Parent Liaison: To support family engagement, McGill is hiring an hourly **Parent Liaison**. The Parent Liaison is funded thanks to McGill's Corona Relief Fund. The bilingual Parent Liaison will personally call families to check-in on their needs (child care, meals, devices, internet access, counseling, etc.). When needed, she will refer cases to bilingual counselor, or site psychologist to support families in need. She will also share the resources of McGill's socio-emotional program, **The Leader in Me**, and how it can be implemented at home.

Bilingual Counselor: Considering the importance of supporting the socio-emotional needs of families, a **part-time bilingual counselor** has been hired. He will emphasize in supporting families and students cope with the stress of distance learning. When needed, he will make referrals to service providers or other social services to support the safety and wellbeing of our McGill families.

Parent Training: McGill will also continue the *Project Inspire* parent workshops initiated at McGill in the Spring by the *California Association of Bilingual Education*. The sessions will be restarted to include more families who may now be able to participate from home via distance learning. Other parent workshops include partnerships with Say San Diego and Plaza Comunitaria.

Parent computer literacy workshops: Site will have IT provide support for families interested in becoming more technologically savvy via computer literacy workshops. School computers will be provided to families to learn how to navigate online learning for their children, job opportunities, and education completion. Saturday and Evening workshops will be provided.

Parent Education: Understanding that job opportunities are greatly impacted by formal education, McGill will be providing families a laptop to increase their job skills. (i.e. Plaza Comunitaria)

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

As a small charter contracting food services with San Diego Unified School District, McGill families are being referred to the key food-distribution sites throughout SDUSD and our county during distance learning. McGill’s Grab-n-Go distribution site is in Golden Hill Elementary Below are links that provide information on other food programs available to families:

<https://www.sdcoe.net/news/Pages/Summer-Feeding-Programs-for-San-Diego-County--.aspx>

<https://www.nokidhungry.org/find-free-meals>

<https://www.sandiegohungercoalition.org/meals-for-kids>

During child care for essential workers, McGill staff picks up lunch and breakfast for students at Golden Hill Elementary. Additional meals will be provided by the Extended Day Program funds until SDUSD is able to provide snacks/meals. (At the time of this LCP, no meals have been arranged for this purpose.) McGill is hiring a cook with the necessary training and food preparation clearance to provide onsite meals.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Hiring of 3hr daily cook	Cook will provide meals for students enrolled in McGill’s child care program	\$8,000	Y
Food	McGill will purchase food items/supplies to provide child care meals as district provides meals / snacks to the Extended Day Program.	\$3,000	Y
Wellness Coach	Hourly position to support McGill family cope with stress of distance learning	\$4,000	Y
Instructional materials in Spanish & Chinese	McGill will purchase instructional materials to foster primary literacy of Spanish-speakers, and provide enrichment language opportunities for all students in Spanish and Chinese	\$12,000	Y
Hire Chorus & American Sign Language Coaches	Student input requested these additional student engaging courses for our Extended Day Program	\$10,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
<p>Currently no Foster Youth enrolled</p> <p>As a 94% Title I site, every action in this LCP has a direct increase in the services provided to our low-income students.</p> <p>40% increase of EL Instructional Aide hours</p> <p>Hiring of Reading Specialist</p> <p>On-site child care program</p>	<p>EL Instructional Aide (Full-time) \$35,000 + benefits</p> <p>Temporary position to support struggling learners in targeted groups.</p> <p>100% new child-care program with site-based meals provided</p>

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

As a 94% Title I school site, any action we take is taken to support the needs of our foster youth, English Learners, and low-income students.

In the 2019-2020 school year, McGill purchased a total of 190 laptops to ensure all our students had 1:1 access to devices. These laptops were purchased understanding that our site had many students without devices or online access at home. Families had been informed about CoxCares and AT&T low-income internet programs. When COVID19 school closures occurred in March 2020, McGill was fully equipped with devices to immediately support distance learning. Many of our families had already been enrolled in low-cost internet service. Those who weren't were supported on a personal basis to ensure they had digital access at home. Internet reimbursements have been provided to staff and families who request it.

Once school closures occurred, McGill acted quickly and engaged all students in distance learning via Google Classroom. Teachers took attendance and during the biweekly meetings, reported students who were not logging on. McGill personally contacted these families in their native language.

Understanding English Learner, low-income, Special Education, and foster children are especially susceptible to falling into a deeper gap of achievement, McGill turned to its teachers and instructional aides to provide small group instruction. In addition to our mainstream

instructional aides, our English Learner and Special Education aides supported our EL and Special Education subgroups on a daily basis to ensure children received personalized instruction to their unique needs.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Instructional time was extended to support these special populations during:

March - June 2020 distance learning

Summer School (June 22 - July 24, 2020)

Loss of Learning personalized tutoring (July 27th - Aug 21st)

Continue small group and personalized tutoring sessions during school year (Aug 31, 2020 - June 16, 2021)

Saturday Academy (Monthly session on the first Sat of the month beginning in October 2020)

Spring Break Intersession (with ELD & Music Camp) March 29, 2021 - April 2, 2021

Summer School June 21st - July 16th